

VISIT...

LANZAROTE
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Tutor Teaching Tips

Lesson 4: Short Oo • Part 1

MATERIALS

Letter page

Introducing the letter Oo



10–15 minutes

Show the child the letter page for *Oo*. Tell the child that this is the letter *o* and that it stands for the /o/ sound at the beginning of the word *ostrich*. Tell the child that he/she can also hear the /o/ sound in the middle of the words *pot* and *hot*. Ask the child to trace the upper and lowercase letter on the page with his/her finger as he/she says the sound of the letter (not the letter name).

Picture cards

Spread the picture cards out on the table. Ask the child to group the pictures into words that have the /o/ sound at the beginning in one stack and those that have the /o/ sound in the middle in another.

Game cards

Place the letter game cards face down on one side of the table and the picture game cards face down on the other side. Have the child turn over a letter card and say the letter and its sound. Then have the child turn over a picture. If the picture contains the sound of the letter in the beginning or the middle, the child gets to keep the cards and take another turn. If not, the child turns the cards over, and it's your turn.

Blend Words



5–8 minutes

Letter cards: *o, n*; Workmat

Line up the *o* and *n* letter cards under the row of two boxes on the workmat. Ask the child to move each letter into the box above it, starting on the left and saying the sound of each letter. When the letters are in the boxes, ask the child to blend the sounds together to say the word (/o/ /n/: *on*). Encourage the child to hold the sounds for a full second. Repeat several times.

Letter cards: *p, p, o, t, n*

Repeat the process with the letters *p, o*, and *p*, and then with *n, o*, and *t*. Encourage the child hold the sounds for one second (/p/, /o/, /p/: *pop* and /n/, /o/, /t/: *not*).

Letter cards: complete set

Ask the child to use the letter cards to make two- and three-letter words. Have the child make as many words as he/she can in a minute. After the child makes a word, have him/her read the word. Allow nonsense words as long as the child can sound them out.

Teach High-Frequency and Story Words



5–8 minutes

Flash cards: *all, come, do, out*

Show the child only the new high-frequency word flash cards: *all, come, do, out*. Read each word to the child while you hold up the card. Have the child look at each card and repeat the word. Then hold up each card one at a time, say the word, and spell it out loud. As you spell the word, have the child repeat each letter and spell it in the air with his/her finger. Finally, ask the child to practice reading the words as you flash the cards.

Flash card: *popcorn*

Show the child the new story word flash card: *popcorn*. Read the word to the child while you hold up the card. Have the child repeat the word several times.

Flash cards: complete set

Add the rest of the high-frequency word flash cards to the stack and have the child practice reading all of the words several times.

Tutor Teaching Tips

Lesson 4: Short Oo • Part 2

MATERIALS

Letter page

Workmat;
Letter cards:
n, o, t

Flash cards

Practice sheet

Decodable book:
The Popping Pot

Decodable book;
Take-home
practice sheet

Game cards

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the letter and its sound.

Have the child line up the letters *n*, *o*, and *t* under the row of three boxes on the workmat. Have the child say each sound as he/she pushes each letter into the boxes. Then have the child say the word, holding the /n/ and /o/ sounds for one full second (/n/ /o/ /t/: *not*).

Show the child the flash cards one at a time and have the child read each word several times.

Decoding Practice



15–20 minutes

Point to the new words in row 1 of the practice sheet. Have the child run his/her finger under each letter as he/she blends the sounds in each word. Then have the child say the whole word. Repeat with the review words in row 2.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words by saying each sound and blending the sounds together. If he/she has difficulty sounding out the word, say the word slowly and have the child repeat it. Have the child read the high-frequency words quickly, without sounding them out. If the child doesn't know a high-frequency word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what happened in the story. Ask the child why Pap decided he didn't like popcorn.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book on his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

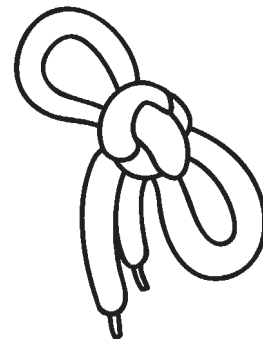
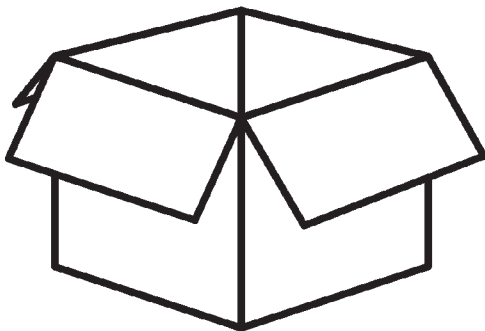
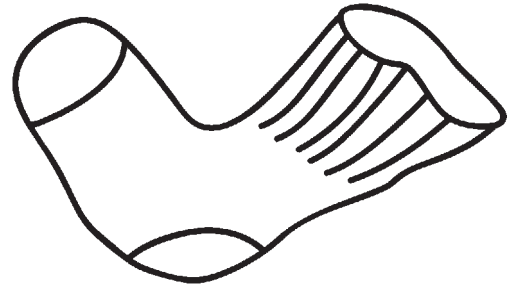
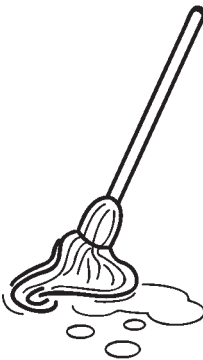
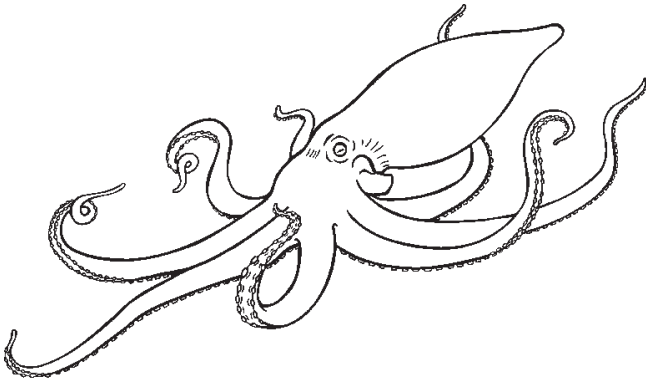
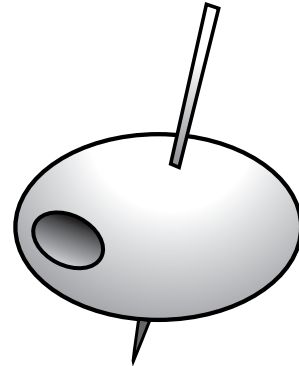
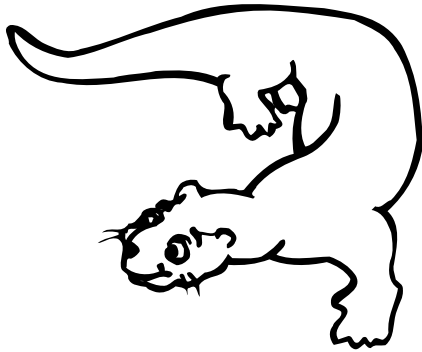
If time permits, play the matching game from Part 1 again.

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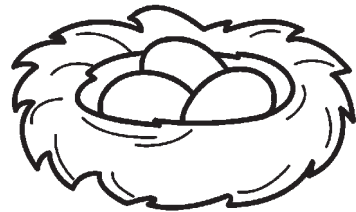
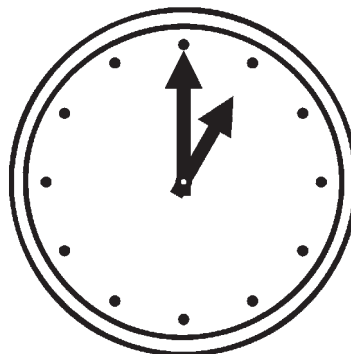
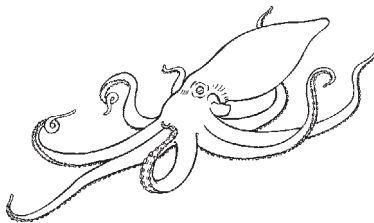
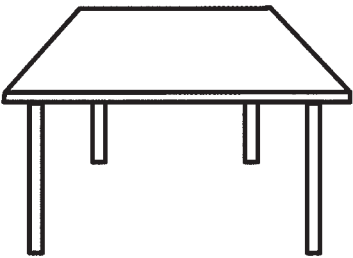
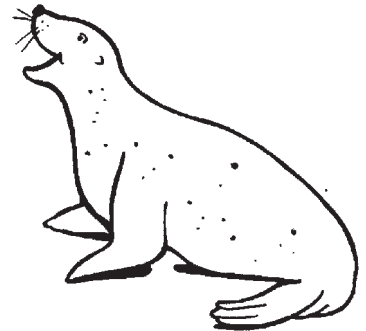
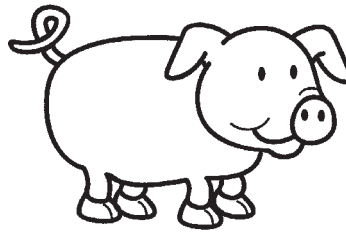
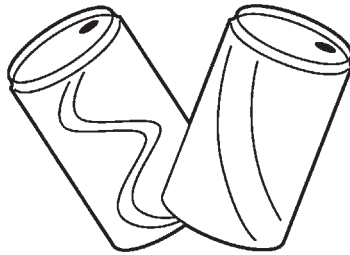
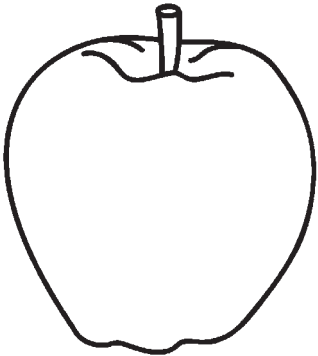
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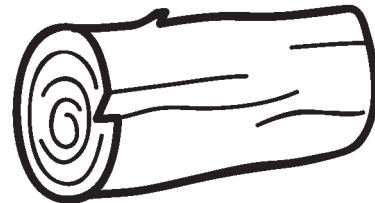
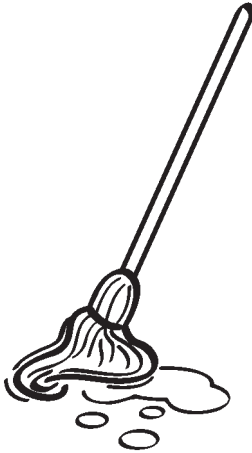
INSTRUCTIONS: Ask the child to practice reading the words and phrases before reading the book.

1 New words	pot • not • toss • top • pots tops • pop • pops • tot • on
2 Reviewed words	pan • pass • Pap • tap • tan Pat • sat
3 New h-f words	all • come • do • out
4 Reviewed h-f words	is • like • said • I • put(s) this • the • a • and • to get(s) • in
5 Phrases	not the pot top pots and pans like the tot
6 Sentences	Pop it in the tan pot top. Toss the tops, Pat.

INSTRUCTIONS: Ask the child fill in the blanks with the letter *o*. Then have the child draw a line from the picture of the mop to the other pictures that have the short /o/ sound.

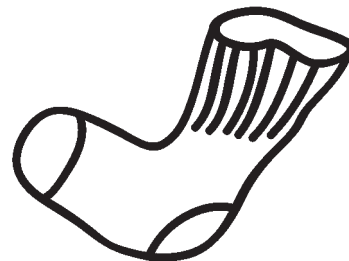
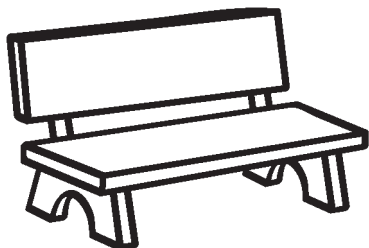
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